

Reminiscences
for
Biennial
1931

REMINISCENCES
for
BIENNIAL
1931

DEDICATION
to
HORACE MANN
and the nine decades of
growth in Normal Schools
which his vision and courage
have made possible.

Published by the
NORMAL OFFERING BOARD

CAMPUS SCENES



Woodward Hall



Gates House



Normal Hall



The Boyden Residence



Unitarian Church



The Gym



Campus Pond

ALMA MATER

*Dedicated to Dr. Albert G. Boyden
Principal, 1860-1906*

Oh, loved Alma Mater, we greet thee,
Thy daughters and sons from afar,
As often we pause in our toiling
To hail thee, whose children we are.

REFRAIN

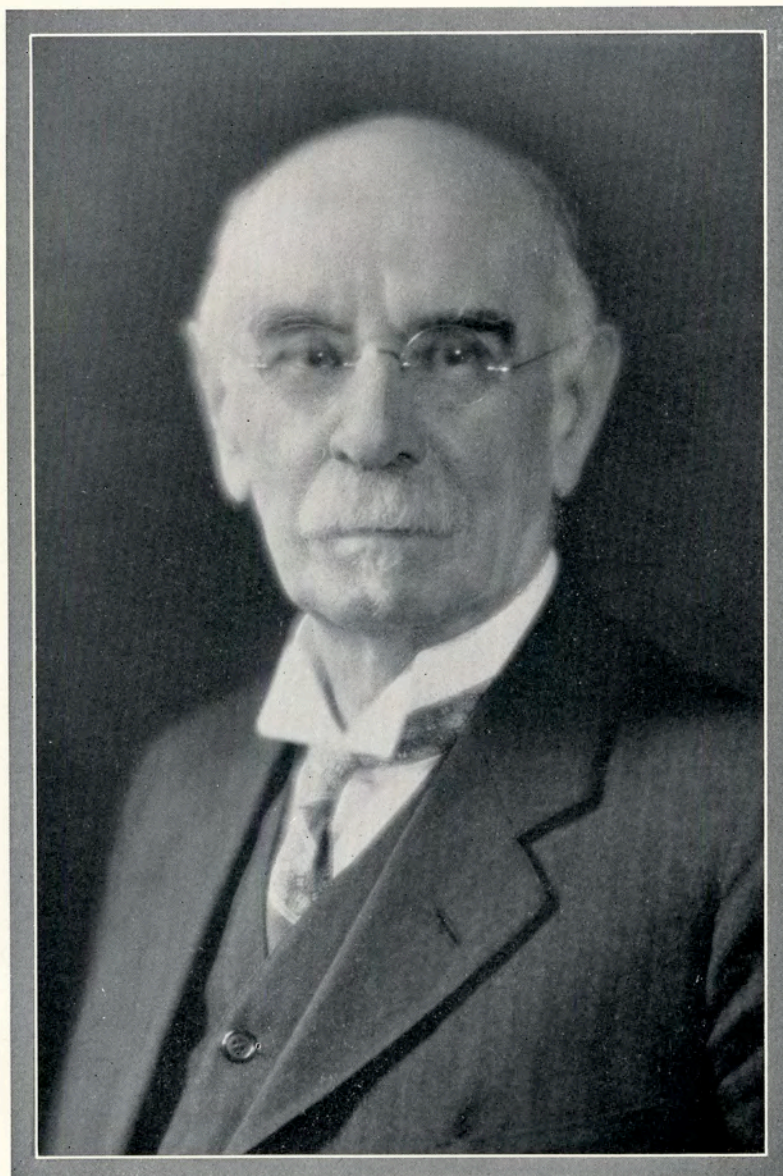
Hail to Normal! Hail to Normal!
Safe for aye in mem'ry's shrine;
Hail to Normal! Dear old Normal!
Praise and love be ever thine.

With strong, steady hand dost thou lead us,
Thy powerful arm is our stay;
Thy light is our beacon in darkness,
Which ever will lend us its ray.

Oh may thy fair name live forever,
Be deeply impressed on each heart;
That we in our trials and triumphs
May ne'er from thy guidance depart.

Music by WM. LESTER BATES, '97

Words by ZELMA LUCAS, '04



DR. ARTHUR CLARKE BOYDEN

Since 1906 Principal of the Bridgewater State
Normal School

As the fourth principal of one of the oldest Normal Schools in America, Dr. Boyden is worthy of the great tradition fostered by his predecessors—a tradition of devotion to the highest and finest ideals of public education.

TRIBUTE

Bridgewater and Boyden are synonymous terms in Normal School annals. For seventy-five years the Boydens, father and son, have kept Bridgewater a professional light-house and life-saving station, intensifying the light and adapting the means and methods to satisfy old and new demands of life.

Through the first twenty-five years the father, as principal, proclaimed, acted, and promoted high standards of character, authoritative principles of education, and disciplinary pedagogy. During the second period of twenty-five years, father and son were companions in effort, cooperating most fittingly, holding fast the permanently good in principles and methods, adapting educational processes to accord with natural science, and promoting skill by actual teaching.

The son, principal during the twenty-five years now drawing to a close, has been guide, counsellor, organizer of professional education, bringing it into working accord with the psychological, scientific, and social demands and opportunities of the period. He has kept the faith, ventured the path, and won new and greater successes for the school and the profession.

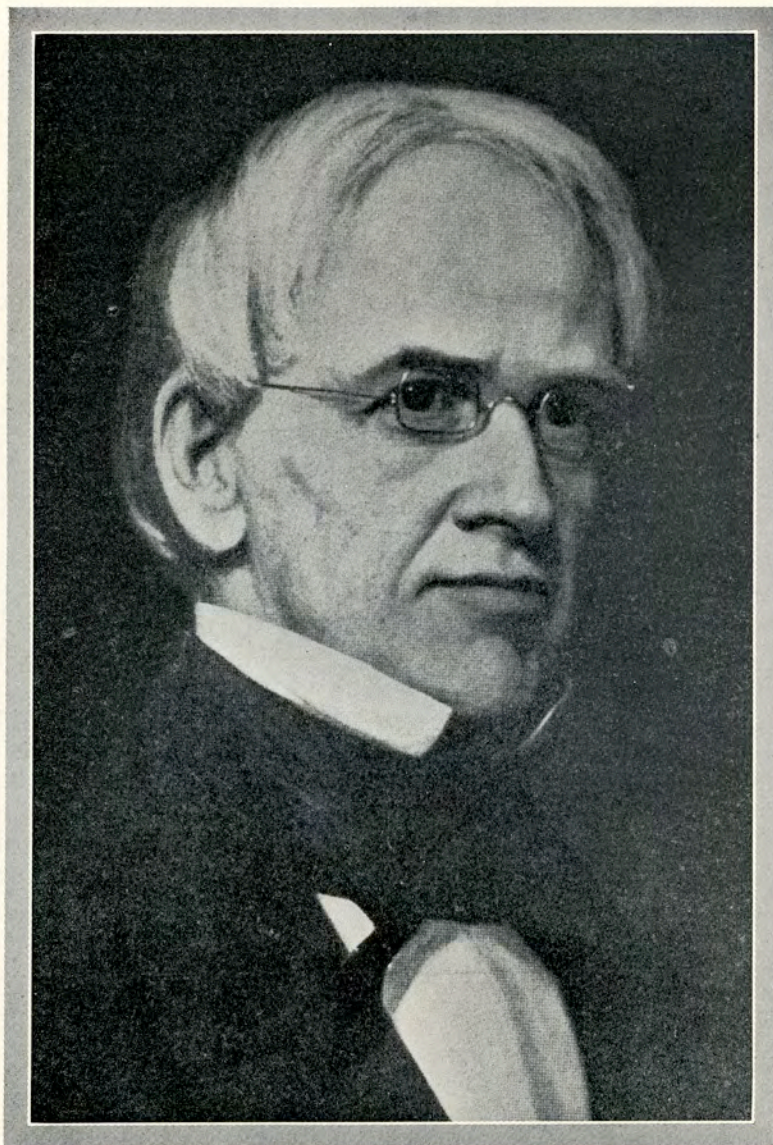
Each twenty-five years a new building has arisen on the site of the old, each significant of the professional thought and practice of its time. A few of us remain who have realized by our experience in education in those buildings the significance of each in the successes of father and son. The buildings perish but the men are enduring, perpetuating, creating. The older Boyden was a directing father; both were companions in progress; the son, mindful of the rapid transformation in every phase of life, has discriminated the social complexities in education, has lighted the way, and conducted the school to new accomplishments.

Bridgewater has been Boyden for seventy-five years. What a wonderful, admirable, marvellous duration of development!

F. F. Murdock, 1879

Instructor at Bridgewater 1884-1896

Principal at North Adams 1896-1921



HORACE MANN

HORACE MANN

Turning back in history to the fifth century B. C. we come to that leaf upon which is written the name of Socrates, one of the world's great educational leaders, who through all the intervening ages continues to hold such a firm grasp upon our affections.

As his world was Athens, so is America the world of Horace Mann, the educator who has been likened to "a voice crying in the wilderness, whom men did hear, whom men did heed, and to whom men did respond."

That men espoused the cause of education under such a leader is not strange. His life regarded in its most cursory aspects was commanding, since from his earliest years he was impressed with the importance of moral wealth and love of knowledge; while those years immediately following, when only hard work on his part earned textbooks, made him realize the sweetness of that mighty, compelling force,—education. Pure integrity of purpose enabled him to enter college only six months from the time he first saw a Latin grammar, and to graduate first in his class. Demosthenes is not the only man to be held up anew to each generation of youth as a guide in the path to success, because of the exercises and labors by which he achieved excellence in his art.

To have known Horace Mann,—even to read of him,—is to experience in some degree his personal magnetism. A liberal mind, a generous heart, and refinement of ideals made him admired by his constituents and deeply loved by his friends. His tastes were marked by simplicity; the benevolence of his nature ever appeared in benefactions to individuals and to society. In fact, his ideals of the possibilities in human nature were so high that they caused him to be constantly disappointed by the failure of his fellowmen to reach a standard which seemed possible to him.

On accepting the office of Secretary of the Massachusetts Board of Education in 1837, he wrote in his diary: "Henceforth as long as I hold this office I devote myself to the supremest welfare of mankind on earth. My effort may do apparently but little, yet a mere beginning in a good cause is never little. If we can get this vast wheel into any motion, we shall have accomplished much."

With these words expressing his great humanitarian sympathies, there is permitted only one last stroke of the brush to complete the picture which he himself has painted on the canvas of education: the mission to influence by enlightening rather than to control by authority is very near to the precepts of the Great Teacher.

MARY ELIZABETH HAYES



HORACE MANN AND FIRST EXAMINATION
AT FIRST NORMAL SCHOOL

One of a group of murals painted by students of
Massachusetts School of Art in Horace Mann Auditorium, Bridgewater
Gift of Alumni

"A TRAINED TEACHER FOR EVERY CHILD"

It is fitting that the mural representing the first State Normal School in America should have the central place in our auditorium among those paintings which show the progress of education throughout the world. This one must be an inspiration to all who see it.

It was at Lexington, July 3, 1839, that the dream of Horace Mann was realized; Massachusetts at last had a State Normal School! And the picture of this first Normal School was painted by a student of the Massachusetts School of Art, one of the many products of this small beginning.

Although it may not seem so, the subject of this painting is one which is only too familiar—representing the entrance examination into the first state normal school; offering quite a contrast, in numbers at least, to the entrance examinations today. In the background is Horace Mann, whose broad vision and tireless labor made this establishment possible, and near him is the Reverend Cyrus Pierce, the first principal and teacher of the school. The three girls are, of course, the prospective pupils. The weather certainly gave no encouragement—it was raining heavily, a dark, gloomy, dismal day. Small wonder that only three persons were present.

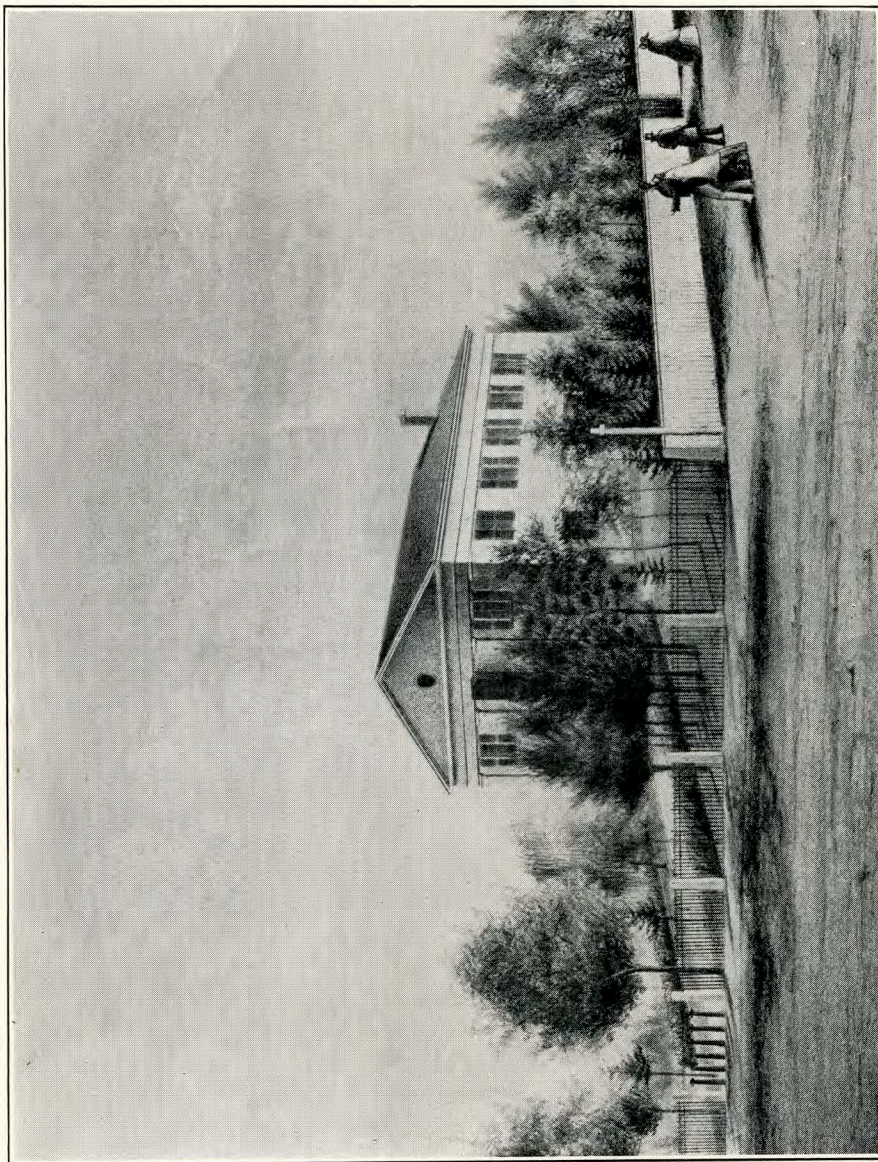
But "he whom a dream hath possessed knoweth no more of doubting," and despite the small beginning, the hopes and ideals of the Father of Massachusetts Normal Schools never faltered. He is shown as a slim, grayhaired man with a mobile face alive with enthusiasm on this most auspicious day. Massachusetts, he believed, was the only state in the Union where Normal Schools could be established with any chance of success. How he had worked and hoped and planned for this day can be realized to only a slight extent when we consider his lectures, his educational reports, his writing and his Common School Journal,—everything he did and said to further the cause.

One of Mr. Mann's biggest problems was the selection of a principal for this school. He went over all New England before he found someone he thought could manage with a fair chance of success. He chose the Reverend Cyrus Pierce of Nantucket, an excellent teacher who possessed the supreme power of winning the confidence of his pupils. His responsibility was very great, greater even than he realized, for if the school were not regarded favorably by the public at the beginning, the whole Normal School movement would be a failure. But this man who excelled in training both the mental and moral natures of his pupils, and whose motto was "Live to the truth," did not fail, and the whole cause was strengthened by his presence. By the time the first quarter was over, there were twelve pupils, and, greatly encouraged, Mr. Pierce wrote in his journal that most of those who had attended had made a good beginning.

This school at Lexington, however, was for women-students exclusively; it was moved twice before being permanently located, first to West Newton, and finally to Framingham.

Thus with but three pupils and one teacher, less than a century ago was started the movement which proved to have such a glorious future. From this small beginning have come the teachers and leaders and educators who have spread and fostered the Normal School cause throughout the broad vastness of the United States.

CATHERINE DILLON



FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA

Bridgewater, Massachusetts

Dedicated in 1846

THE FIRST THREE NORMAL SCHOOLS

The State Normal School at Bridgewater, or Westfield, or Framingham, has a few acres of tidy campus, a family of brick buildings, and a helter-skelter of sport shoes, sweaters, and berets of future school teachers. What is the reason for this school? Whose were the minds that fashioned the actuality out of dreams and made it possible for Massachusetts to have trained teachers for its public schools?

James G. Carter, fired by memories of colonial ideals of common education and visions of American normal schools, fought fifteen years for their establishment before he aroused the public consciousness to the deficiency of the existing corps of teachers. Harassed school committees, searching for competent teachers, offered increases in salary for a higher quality of service, but in vain, because there were not enough capable teachers to supply the demands of Massachusetts' thirty thousand common schools. Thousands of children every year were exposed to the experiments of novices who were making their first attempt to teach, or to the indifference of college students who were trying to bolster their finances, or to the ignorance of mechanics who were temporarily out of work and who were "filling in" by teaching. In view of the threefold development of the competent teacher, who has a firm grasp of subject matter, a knowledge of the art of teaching, and practice in government, what must have happened in some of those schools when the pseudo-teachers each attempted to govern a group of forty children, conduct several lessons consecutively, and attend to all the hair-pulling and broken pens?

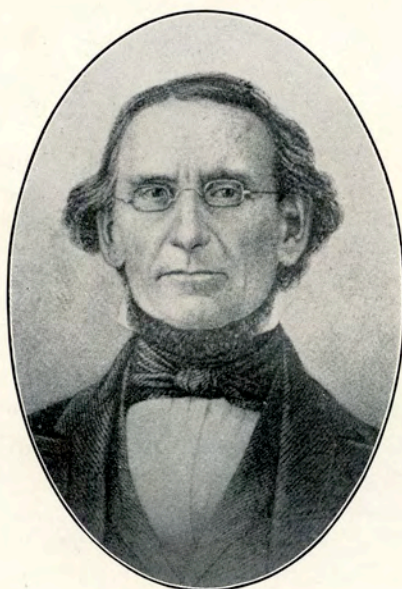
As a result of this newly awakened teacher-consciousness came an offer from Edmund Dwight to contribute ten thousand dollars for the establishment of a Normal School if the legislature would add as much more to that sum. The offer was accepted and in 1838 resolves were passed which authorized the building of a normal school. In order that the state as a whole might benefit from the project and judge its worth, it was decided to build three schools which would be continued three years as an experiment and made permanent if they proved of worth. On the third of July, 1839, the first normal school was opened at Lexington with three pupils. This school was removed to West Newton in 1844, and later to Framingham. The second normal school was opened at Barre in 1839 and later removed to Westfield. The third school was opened at Bridgewater in 1840 and has since continued there.

The procedure of the first normal schools was definitely planned and, so thorough were our fathers, it has not been changed since. First, the students received their knowledge of the subjects that must be taught; second, they investigated teaching with a view to finding the most effective way of simplifying subject matter so that children could understand it; third, they studied school government; and, fourth, they practiced these principles in a model school.

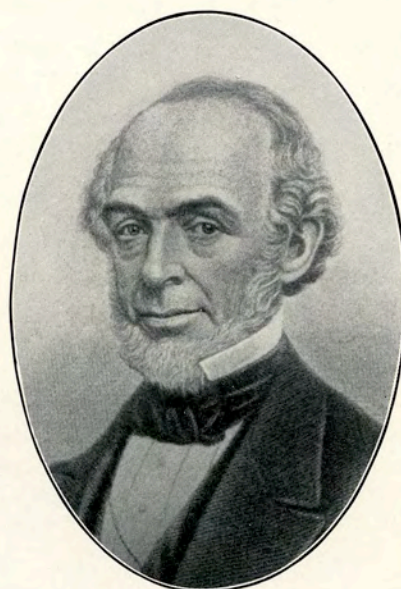
Cyrus Pierce, first principal at Lexington, said, "I was desirous of putting our schools into the hands of those who would make them places in which children could learn, not only to read, write, spell, and cipher, but could gain information in various other topics, and have all their highest formation of character." This ideal of service, "Not to be ministered unto, but to minister," is the reason for the existence of our first three normal schools and the secret of their vitality.

DOROTHY WHITE

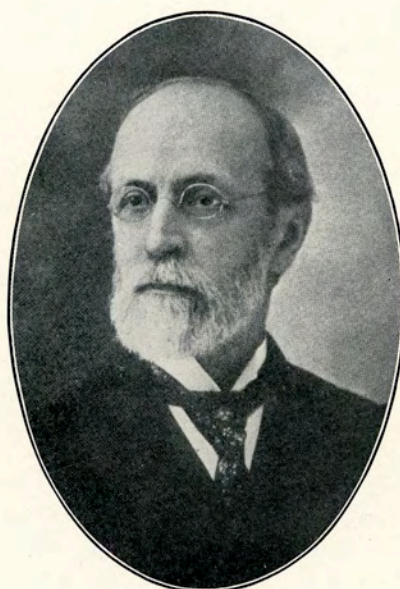
THE FIRST THREE PRINCIPALS OF THE
BRIDGEWATER STATE NORMAL SCHOOL



NICHOLAS TILLINGHAST
Principal 1840-1853



MARSHALL CONANT
Principal 1853-1860



ALBERT GARDNER BOYDEN
Principal 1860-1906

FIRST THREE PRINCIPALS

When Nicholas Tillinghast entered upon his work as the first principal of the Normal School at Bridgewater, normal schools were still at a stage where they had to prove their worth and show by their results that they were worthy of support. The want of a good building and appliances, as well as of an able assistant, had to be overcome by the principal. Courses of study had to be made and methods of teaching carefully considered, because as a teacher of teachers, his work must be exemplary.

Mr. Tillinghast was born in Taunton, Massachusetts, September 22, 1804, and he was educated at West Point, where he later taught. At the request of Horace Mann he accepted the principalship of the State Normal School at Bridgewater, which was opened September 9, 1840, with twenty-eight pupils,—seven men, and twenty-one women.

The principalship of Mr. Tillinghast lasted for thirteen years, during which time he devoted himself to the work of establishing the school on a firm foundation; and in this work he was most successful.

No greater tribute can be paid to him than that of one of his pupils, who said: "He was sincere and true in all his dealings with himself and others."

EUNICE WHITTIER

The second principal of the State Normal School, Mr. Conant, had always been interested in education and this interest paved the way to an acquaintance which soon ripened to friendship with Mr. Tillinghast. When the latter resigned as principal he recommended his friend as his successor. At this time Mr. Conant was fifty-two years old and brought to the school a life full of varied and long experience as a civil engineer and teacher. His aim was to make the Normal School a real training school where the pupils should feel the responsibilities of their profession, and to this end he organized the scheme of having students teach before their own classes for further poise and corrective criticisms. One of his graduates says of Mr. Conant: "Many a one owes to him an awakening and an inspiration which changed the whole current of his thought and ennobled his whole life."

DORIS EKSTROM

Because of the influence of two teachers whom he greatly revered, at the age of fourteen, Albert Gardner Boyden decided to become a teacher. Working steadily on a farm, and in the employ of his father, a blacksmith, he earned enough money to enter the State Normal School at Bridgewater. Mr. Boyden entered the Normal School in 1848, graduated in 1849, and then spent an extra post graduate term at the school. On the twenty-second of August, 1860, Mr. Boyden, a young man thirty-three years old, was appointed principal of the State Normal School at Bridgewater. On being informed of his appointment he characteristically replied, "I shall do my best to meet the requirements." Mr. Boyden's term of forty-six years as principal has been memorable for the progress accomplished by the school under his guidance. The establishment of a training school, the building of a new gymnasium, increase in the staff of teachers, and higher standards of admission, characterize the progress carried on by him in the school. Mr. A. G. Boyden resigned the principalship of the school on August 1, 1906. At the same time, however, he was appointed to the honorable position of principal emeritus with charge of instruction in the "educational study of man" and the school laws of Massachusetts. At the time of Mr. Boyden's eightieth birthday his native town, Walpole, organized a celebration in recognition of the intellectual and educational work to which he had devoted his life.

GRACE BRACE



STATE NORMAL SCHOOL AT BRIDGEWATER
Dedicated in 1926



FACULTY

First Row: J. Arnold, F. Stuart, L. Decker, P. Nye, M. Marks, G. Rogers, E. Bradford, O. Lovett, N. Bennett, J. Carter.

Second Row: L. Braley, G. Allen, N. Lockwood, H. Sleeper, L. Borchers, F. Beckwith, C. Thompson, G. Smith, C. Vining, C. Doner, J. Kelly.

Third Row: G. Durgin, M. Warner, M. Burnell, R. Davis, I. Lutz, A. Moffitt, M. Prevost, E. Pope, J. Bennett, M. Caldwell.

Fourth Row: P. Huffington, I. Graves, K. Hill, F. Rand, H. Shaw, A. C. Boyden, Principal, B. Hunt, M. Smith, L. Stearns.

SOME INTERESTING GRADUATES

Longfellow said, "Thus our daughters leave us" but well might Bridgewater Normal School say that, not only of its daughters but of its sons. From its first days it welcomed new students, and like a fond father who anxiously watches over his children's growth before they shall leave and face the world, Bridgewater watched its students, saw to their adjustments, ministered to their wants, and sent them out into life with high and established ideals. Let it not be thought, however, that the school's duties are over once a member leaves it, for it always endeavors to remain the parent and is always proud to see its children make successes in life. It would be impossible to mention each worthy student who reached his goal in the world, but there are some outstanding examples of splendid graduates, who are widely known for their praiseworthy work and of whom Bridgewater Normal School is exceptionally proud.

Dr. Albert C. Winship, world famous as a great educational lecturer, completed his course here in 1864 and after service in the Civil War and experience as principal in a Newton grammar school returned as a member of the faculty. He had a most varied life as faculty member, in the publishing business, and later, after graduating from the Andover Theological Seminary, was ordained a Congregational minister. During this time Dr. Winship was greatly interested in educational periodicals and was made chief editor of the *Journal of Education* in 1886, a position which he still holds. He was also a member of the Massachusetts Board of Education for six years. The record of visiting more schools than any other educational leader in this country is held by Dr. Winship, who therefore is widely acquainted with all educational conditions. He is the author of many educational books including the "*Life of Horace Mann*", and is a veteran educator, known and respected as very few other men in the country could be.

The name of Boyden is very closely associated with Bridgewater. The late Albert Gardner Boyden was the third principal of the school and held this position for over fifty years, and his son, and successor, Dr. Arthur Clark Boyden, is our own beloved principal. Though we have not had the privilege of knowing him intimately, we must not overlook Wallace C. Boyden, a brother of Dr. Boyden. Mr. Wallace Boyden is a graduate of Bridgewater Normal School and Amherst College. Following his early teaching experience he was appointed Master in the Boston Normal School and later appointed headmaster. In 1920 the normal school became the Teacher's College of the City of Boston, with Mr. Wallace Boyden as President. Treading the same glorious path as his father and brother, Mr. Boyden brought the Boston Teacher's College up to a high point of efficiency, with enlarged courses of a distinct college standard.

From these splendid examples of men graduates, let us turn to one of our respected woman graduates, Sarah L. Arnold. After a wide range of experience which included principalship and supervisory work, Miss Arnold became dean of women at Simmons College in 1902. A very efficient scholar and conscientious worker, she served for many years as a member of the Massachusetts Board of Education and is now a member of the Advisory Board. Miss Arnold is well known as the author of many books on the teaching of English in the elementary schools.

Another famous son of Bridgewater is Frank Speare, now president of Northeastern University. After his graduation in 1889 he served for several years as principal of Massachusetts schools. Always progressive, he enrolled at Harvard University, where he contin-

ued his education until he was called to teach English in the evening classes of the Boston Y. M. C. A. He immediately began to establish departments of education along different lines and from the organization of a group of these scattered courses in education Northeastern University was formed in 1896. In 1916 it was incorporated as a college and in 1923 as a university. With the exception of Boston University and Harvard University, Northeastern today ranks as the largest collegiate grade institution in New England. It is a tribute, a monument to the foresight, energy, and ability of its founder and only president, Frank Speare.

Colonel John D. Billings, class of '67, is a veteran teacher who served as a soldier in the Army of the Potomac under General Meade in the Civil War. With the background of military experience and his training at Bridgewater, Colonel Billings was for sixty-six years principal of the Webster School in Cambridge where he was honored for the fine quality of his teaching and the stress which he laid on the virtues of truth, honor, and patriotism. He was an influential citizen of Cambridge and participated actively in the affairs of the municipality.

Now let us consider Robert Lincoln O'Brien, class of '84, who later went to Harvard and became the personal secretary of Grover Cleveland, from his nomination in 1894 until November 1895. Mr. O'Brien then served as the Washington Correspondent of the Boston Transcript and in 1906 became its editor. Four years later he left this position to become the publisher and editor of the Boston Herald until 1928. Although he was successful in this work, Mr. O'Brien left in order to broaden his knowledge of travelling and he is now a very noted lecturer. Recalling his school days at Bridgewater Normal School, Mr. O'Brien said, "The great fundamental lesson which I learned there was the value of good solid work, learning to do things by doing them."

These are a few of the sons and daughters who have left Bridgewater's smaller world to enter a larger one and do their best work. The motto of the school, "Not to be ministered unto, but to minister" has been a great factor in their achievement of fame, and Bridgewater is proud to be their parent.

INTERESTING DATES AND DATA FROM THE RECORD BOOK OF
THE BRIDGEWATER NORMAL ASSOCIATION

PREAMBLE: The *State Normal School at Bridgewater* being now permanently established, it is desirable that the graduates and scholars of the institution should effect a more perfect organization than has hitherto existed. It is believed that an Association, embracing the advantages of a "*Corresponding Society*", a "*Teachers Institute*", and a "*Social Gathering*", of all who have been or may become members of this school, would give permanence to the friendship here formed, would strengthen the attachment of its members to the duties of their calling, and in many ways would be an important auxiliary to the cause of *Common School Education*. For the promotion of these objects, we, the graduates and scholars of the Normal School, in convention assembled, hereby form an Association, and agree to be governed by the following *Constitution*.

These quaintly formal words open the first constitution of the Bridgewater Normal Association,—a constitution which bears the legend "Adopted, Aug. 20th, 1845". This date, however, did not mark the first meeting of the Alumni of the school. The next quotation is also from the record book of the Association, from a section headed "History of the Bridgewater Normal Association."

"The S. Normal School at Bridgewater went into operation Sept. 9th, 1840, under the direction of N. Tillinghast Esq. as Principal. At the close of a less period than two years, from this time, the number of persons attending the institution was one hundred and thirty, of whom, however, but eighty-one had at that time or have since complied with the regulation fixing the minimum attendance at two terms, at that time in force. As the eighty-one Normalites were scattered over this, and the neighboring states, with few or no opportunities for perpetuating school friendship, the plan of a Convention was devised in 1842, having for its objects the gathering of the Alumni and pupils of the school, thus enabling them to spend a day in special intercourse and *Normal* enjoyment.

"The first Convention met according to notice given, in the schoolroom at Bridgewater on the morning of Wednesday, Aug. 3rd, 1842. 99 Normalites, regular and irregular, were found to be present. . . . After the transaction of the necessary business, addresses were delivered by Mr. Tillinghast, S. J. May of Scituate, Horace Mann, and Dr. Kendall of Plymouth."

The chief business of these early meetings seem to have consisted in passing resolutions, some of which were rather hotly contested, since they embodied educational or religious principles. Many of these resolutions have considerable interest for the student of education. Of these let us quote a few.

1844 "That in regard to the studies which are pursued in the common schools, this meeting is impressed with the conviction that the higher branches, or classics, have undue preference over the elementary and primary; and that teachers should make greater effort to ensure a thorough knowledge and instruction in the latter among their pupils."

1845 "That in educating the intellect the pupil should be taught to *discover* rather than to *repeat*: his reasoning powers should be cultivated: his curiosity aroused: he should be taught so as to delight in each new acquisition and ever to desire fresh attainments: in short, he should be made a man and not a machine."

1845 "That physical education has been too much neglected: and that the penalty which inevitably awaits the violation of the physical laws may be avoided, those laws should be made a prominent subject of study."

Such resolutions as these suggest that the pioneers in Normal School education were not so far behind our modern theories. Another resolution passed in 1845 reminds us, however, that graded schools were practically unknown at that time. It notes "That we regard as a defect in our system of public Education, the absence of a regular gradation of schools" and that "we hope the time is not far distant when a system shall be adopted."

Possibly Professor Rogers might be enlightened by the utterance of Mr. Tillinghast in 1847, when he spoke "of the falsity of the charge so often brought against Normal Schools of prescribing fixed methods of teaching;—'Such a course,' said he, 'would be like putting clothes on a child, and requiring him to wear them through life'."

In 1849, Mr. A. G. Boyden became a Vice-president of the Association. Thomas Metcalf, afterward prominent in Normal School work in the West, was a Vice-president in 1850.

In 1864 biennial meetings were substituted for annual ones. At this meeting were passed touching resolutions upon the death of many former members of the school who had given their lives upon the battlefields of the Civil War. This tribute was later, in 1868, given permanence in the unveiling of the marble Memorial Tablet, which will be remembered by many graduates of the following years. Its successor is the bronze tablet in the new building, which is companioned by another bearing the names of those who fell in the World War.

The year 1866 once more showed the progressive spirit of Bridgewater in the passing of a resolution which said:

"Whereas; The gentlemen graduates of the Bridgewater Normal School number but about one third of the lady graduates, . . . therefore, Resolved; That the lady members of this association shall be recognized in the apportionment of offices."

For many years the record shows the routine of a constantly enlarging group served by the Association, with its references to the county committees "to secure a more general attendance" and finance committees to raise money by subscription,—a method only lately superseded by the system of a definite membership with dues.

Readers of *NORMAL OFFERING* will be interested in the remarks of Mr. Frank Murdock in 1888, when he spoke "in behalf of *NORMAL OFFERING*, a new venture, earnestly requesting all to support it."

For the rest, interest lies mainly in the names of members active in the Association,—names of those graduates well known in person or in print to so many of us. Some "first appearances" of these famous names are as follows: Eliza Woodward in 1868; George H. Martin and Albert E. Winship in 1870; Arthur C. Boyden in 1876; Clara C. Prince in 1878; Samuel P. Gates in 1880. A long list might be made, but space is lacking. In 1883 the first Boston meeting was held. In 1890 the Association celebrated the half-century of the establishment of the School. In these days we are beginning to look forward not so far into the future for the century mark. In 1913 Mr. Albert G. Boyden made the rather startling statement that the combined teaching of Bridgewater graduates would cover 40,000 years. How much greater would the total be now!

And so the record goes on. Many officers have served the Association, all with devotion and ability. The President of this year, Mr. Farwell, as has been true of so many in the past, comes of a Bridgewater Normal School family,—his wife and several members of his immediate kin graduated from the school. The faithful and long-continued labor of the present secretary, Miss Flora Stuart, should be mentioned. May the Bridgewater Normal Association live long, to carry on its service to the school, to the graduates, and to the world.

R. E. DAVIS



CHARLES PETER SINNOTT

Teacher from 1897 to 1929

"It is given to few teachers to show in so great a degree by their own work
and worth what the true teacher should be."



WILLIAM DUNHAM JACKSON

Teacher from 1883 to 1926

In every relationship a keen thinker, a stimulating guide, and an understanding friend.



ANNE MORGAN WELLS

Beloved Teacher of Kindergarten Theory and Practice from 1893 to 1930

"Her children arise up and call her blessed."



FRANCES PLYMPTON KEYES

From 1895 to 1930 the kindly Mistress of the
Kindergarten, and Friend of Bridgewater Children

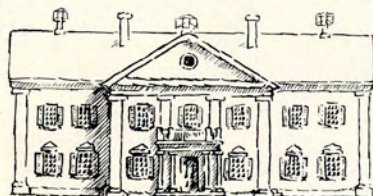
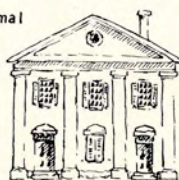
REMINISCENCES



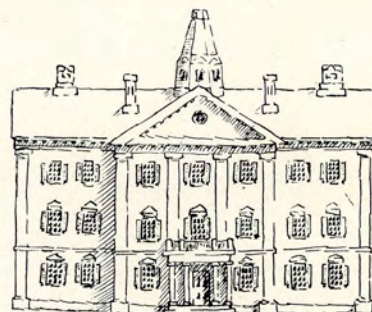
Old Town Hall
Home of School
1840-46

First State Normal
School Building
in America.

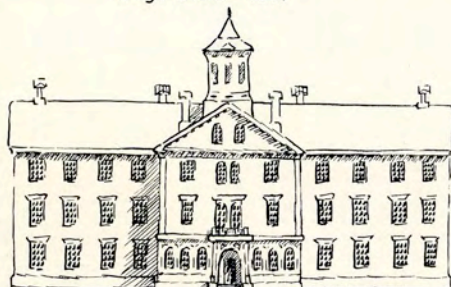
1846



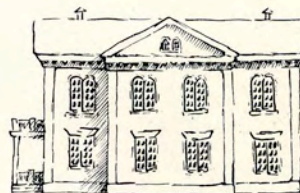
Wings added - 1861



1871

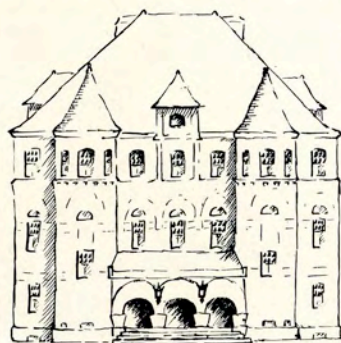


1869-73



1881 - Science Building - Cottage

Old Normal - Boarding Hall



New School Building - 1890



1895 - Tillinghast Hall

M.A.P.

